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ABSTRACT

The responsibility of the reading/language arts program is to provide quality instruction, materials, and assessment practices to a diverse community of students. The responsibility of the Supervisor of Reading/Language Arts is to provide leadership toward integrating all communication skills with focus on increased student learning. There is no separate district budget for the reading/language arts program. The program utilizes funds from the Textbook Budget and the Curriculum Development/Materials Selection Budget. The district improvement plan contains two goals that directly relate to the reading/language arts program: to integrate technology into the delivery of instruction throughout the district, and to examine and promote alternative forms of student assessment. The reading/language arts program has contributed to the accomplishment of the district mission in several ways. Reading placement tests results indicate that elementary students are progressing at their appropriate instructional levels. The following needs, listed in order of priority, will guide the direction of the reading/language arts program: (1) enhance instruction of emerging and developing readers and writers; (2) differentiate instruction for developing and independent readers and writers; (3) expand the use of performance assessment tools; and (4) make technology accessible to teachers and students as a tool for instruction and learning. (Numerous tables of data are included.) (RS)

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93-128

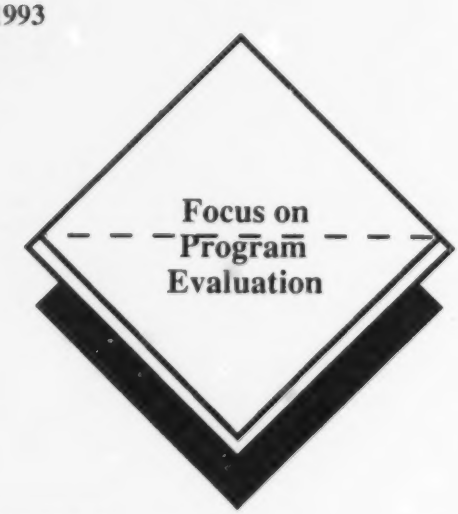
READING
GRADES K-12

LANGUAGE ARTS
GRADES K-5

PROGRAM EVALUATION
1992-1993

Division of Teaching and Learning
Des Moines Independent Community School District
Des Moines, Iowa 50309-3399

June, 1993



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Reading (K-12), Language Arts (K-5)

Evaluation Abstract

CONTEXT EVALUATION

The responsibility of the reading/language arts program is to provide quality instruction, materials, and assessment practices to a diverse community of students. The responsibility of the Supervisor of Reading/Language Arts is to provide leadership toward integrating all communication skills with focus on increased student learning. These responsibilities are fulfilled by performance of the following organization tasks: 1) reviewing research and studying ways to improve the reading process; 2) studying the reading/writing objectives with teachers, parents, and administrators; 3) selecting appropriate materials with the support of committees; 4) providing leadership with teachers in the implementation of new materials and the processes to use in teaching language arts; 5) conducting in-service, staff development classes, and workshops; 6) observing students in classrooms and noting strengths and weaknesses in the reading/language arts program; and 7) analyzing evaluation data.

There are three goals toward which instruction in the language arts is directed. 1. Students will read increasingly more complex materials with comprehension. 2. Students will write about increasingly more complex ideas with clarity. 3. Students will think and speak clearly about increasingly more complex ideas.

Instruction in reading and writing has changed during the last decade in the district and across the country. Efforts to establish standards in curriculum and assessment at the national level reflect the change; reading and writing are viewed more often as holistic processes than as a collection of sub-skills. The abandonment of fixed grouping in reading has focused attention on flexible grouping, differentiated instruction in heterogeneous settings, and other structural changes in staffing and the organization of the school day. All of these changes respect the diversity of students and enhance their opportunity to progress.

INPUT EVALUATION

There is no separate district budget for the reading/language arts program. The program utilizes funds from the Textbook Budget and the Curriculum Development/Materials Selection Budget. In 1992-93, $64,691 was expended for textbooks and supporting materials, and $6,426.08 was budgeted for committees to engage in curriculum development and materials selection. A committee is currently studying and evaluating handwriting programs for an adoption in 1994. The Reading Is Fundamental (RIF) program is supported by $24,282 in federal funds and by $8,094 in local matching funds, over 265 volunteers participated in the 1991-92 program. Human resource expenditures totaled $9,235,587.70. The district staff development budget is distributed to buildings; teachers and building administrators have the option to purchase in-service opportunities provided in and outside the district. Instructional time allotted to reading/language arts ranges from 38% in kindergarten to 45% in fifth grade. Sixth and seventh grade students are required to take reading one period each day for two semesters.

PROCESS EVALUATION

The District Improvement Plan contains two goals that directly relate to the reading/language arts program: to integrate technology into the delivery of instruction throughout the district, and to examine and promote alternative forms of student assessment.

As of 1992-93, the Instructional Management System (IMSplus) is available in all elementary buildings as a tool to manage instruction and report the progress of students in reading and mathematics. Computers are organized in three settings in the elementary and middle schools: the lab, the computer center, and the classroom. The growing availability of computers for instructional use permits curriculum adoption committees to consider the purchase of software. The Handwriting Adoption Committee will evaluate elementary keyboarding programs as an optional component of the curriculum.

Efforts are underway to modify the use of the first grade reading placement tests and to revise the K-2 Developmental Checklist in reading and writing. Through Staff Development Contract Services and in response to requests from teachers and principals, in-service was provided in the use of the portfolio as a performance assessment tool.

Twenty-five elementary and two middle schools named reading/language arts in building objectives. Support for these objectives has been provided through consultation and in-service.

PRODUCT

The reading/language arts program has contributed to the accomplishment of the district mission in several ways. The reading management system (objectives, tests, and IMSplus reporting) permits the regular monitoring of student growth and need. Reading instruction is organized to meet the developmental and instructional levels of students. Both flexible grouping and differentiated instruction are utilized to address student need and to provide opportunities for growth. Students' opportunities to demonstrate proficiency in reading and writing have been broadened beyond performance on a multiple-choice test to performance demonstrated by collections of work samples.

Reading placement test results indicate that elementary students are progressing at their appropriate instructional levels. The range of proficiency reflected in the percentage of students correctly responding to items is from 46% at first grade to 65% in fifth grade. The objectives-based reading test scores in grades six to eight declined from 66% at sixth grade to 51% at eighth grade. Students in fifth grade improved their performance on their composition composite scores over their performance at third grade. Iowa Tests of Basic Skills scores in reading comprehension have increased in similar groups of students who moved from second to fourth grades; scores in reading comprehension have also increased in similar groups of students who moved from sixth to seventh grade.

FUTURE PLANNING

The following needs, listed in order of priority, will guide the direction of the reading/language arts program. 1. Enhance the instruction of emerging and developing readers and writers by utilizing current research, exemplary instructional practice, and materials/methods from the Reading Recovery program. 2. Differentiate instruction for developing and independent readers and writers in heterogeneous settings by utilizing current research and exemplary practice in strategic reading, writing across the curriculum, and flexible grouping. 3. Expand the use of performance assessment tools to provide a broader picture of student progress. 4. Make technology accessible to teachers and students as a tool for instruction and learning. All of these needs will be met through in-service, curriculum development, textbook purchase, and support of district committee efforts to integrate technology into the delivery of instruction.

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93-128

READING
GRADES K-12

LANGUAGE ARTS
GRADES K-5

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June, 1993

DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

LANGUAGE ARTS PHILOSOPHY
Beliefs That Guide Instruction

The following statements are excerpts from the philosophies written by curriculum adoption committees. These statements guide instruction in language arts.

The developmental processes of reading, writing, listening, speaking, viewing, and visual expression, which promote higher order thinking, are the components of literacy education.

Writing and reading are the critical components of language arts instruction.

Language competence develops through use in a climate of respect and exploration.

Early language arts instruction should focus on meaningful experiences and active use of these experiences rather than merely on isolated skill development.

From dictionary awareness at the primary level to more sophisticated applications in upper elementary, dictionary usage is a developmental process.

Handwriting is a convention of our language that is a courtesy to the reader. The goal is to enable children to communicate ideas.

Conventional spelling is a courtesy to the reader; it is the task of the writer to meet audience expectations by correcting spelling in the editing stage of the composing process.

CONTEXT EVALUATION

Policies, Standards, and Regulations

National Standards

National Assessment of Educational Progress (NAEP)

A Congressionally-mandated project, NAEP has measured the scholastic achievement of elementary, middle, and high school students for twenty years. The most current report on writing (1988) measured the achievement of students at grades 4, 8, and 12. The 1992 assessment of reading is in process and utilizes contemporary knowledge about reading and more authentic assessment practices than in the past.

New Standards Project

A privately funded project begun in 1991, the NSP is designing and piloting curricula and assessment tools that will be compatible with an emerging national system of standards and examinations. Language arts and math teachers, grades four and eight, are representing our district in the pilot at the invitation of the Iowa Department of Education.

National Standards Project for English Language Arts

In 1992 the U.S. Department of Education awarded a contract for a three-year project to the National Council of Teachers of English (NCTE), the International Reading Association (IRA), and the Center for the Study of Reading, University of Illinois. Standards are being developed for elementary, middle, and high school English language arts.

State of Iowa Standards
Guidelines For Interpretation: October, 1988

Kindergarten Program

> 12.5(2) Kindergarten program shall include experiences designed to develop healthy emotional and social habits; language arts and communication skills; the capacity to complete individual tasks; and the ability to protect and increase physical well-being. A kindergarten teacher shall be certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subrule only if it offers a kindergarten program.

English-Language Arts

> 12.5(3a) Elementary program, grades 1-6. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.

12.5(4a) Junior high program, grades 7 and 8. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

12.5(5a) High school program, grades 9-12 (6 units). English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American English, and world literature; creative dramatics; and journalism.

Endorsement in Reading
State of Iowa Standards, 1989

The endorsement of teachers of reading is administered at the state level through the Division of Professional & Administrative Support. The following endorsements are required for persons who teach reading as a special subject. Elementary teachers, unless they teach only reading in a departmental setting, are not required to be endorsed.

148 Reading (K-6): If this endorsement is held, the teacher is also endorsed to teach reading in 7th and 8th grades.

149 Reading (7-12): If this endorsement is held, the teacher is also endorsed to teach reading in 5th and 6th grades.

176 Reading specialists (K-12): The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

One-hundred-and-four elementary teachers hold one or more reading endorsement (18%). Forty-one secondary teachers of reading hold one or more reading endorsement (65%). Of the 283 educators endorsed in reading, 51% are classroom teachers of reading.

History of the Reading Program

Three factors make curriculum change and adjustment necessary:

1. the needs of students;
2. the desire of teachers for more powerful instructional tools; and
3. curriculum trends.

A change in curriculum requires adjustments in instruction. That is why a curriculum adoption or revision must always be accompanied by in-service or staff development. Teachers need time and information to evaluate a new or adjusted curriculum against their own standards for effectiveness.

In her 1990 Program Evaluation, the Supervisor of Reading/Language Arts detailed the history of the reading curriculum in the district from the late 1950s until the 1989 reading adoption. She emphasized three instructional trends: the phonics debate, the use of basal reading programs, and the nature of reading comprehension.

In the 1950s, reading programs emphasized multiple letter-sound relationships and the rules that governed them. Out of the national debate on phonics vs. the look-and-say approach, a compromise was made: the issue was not whether to teach phonics but when and how to do so.

In the 1960s, research in phonics generalizations suggested that only a few generalizations had utility in word recognition. The district adopted materials that broadened the approach to word recognition; an emphasis on context clues and reading for meaning supplemented the prior emphasis on multiple phonics rules.

In the 1970s, several approved basal programs were used in the district simultaneously. In order to unify instruction, a single management system was adopted, the Systematic Approach to Reading Instruction (SARI). This management system (objectives and corresponding pretests and posttests) offered all district teachers a single tool for measuring student progress in reading. The use of the SARI management system produced a healthy debate about what constituted reading. The tests emphasized mastery of reading sub-skills, an emphasis that emerging research and promising new practices in instruction called into question.

A major shift in thinking about reading instruction occurred in the late 1970s and 1980s. David Pearson, one of the authors of the reading program adopted by the district in 1989, referred to the shift as "the comprehension revolution." Educators modified the sub-skills approach to reading instruction. In addition, they broadened their view of writing. They discarded the belief that young children needed to spell conventionally or read before they could write and embraced the belief that writing was a tool to enhance reading comprehension.

In 1989, after efforts to pilot a literature-based program, to de-emphasize workbooks and exercise sheets, and to introduce more literature into the reading program, an adoption committee of over one-hundred educators and community people recommended the adoption of a balanced reading program: fiction and nonfiction trade books, basal readers and resources, and an emphasis on writing.

Any curriculum, no matter how strong, requires adjustment when measured against convincing research and sound practice. Our present curriculum is no exception and will undergo continued revision in response to students' needs and teacher evaluation.

Reading Recovery

Reading Recovery is a one-to-one, short-term, early intervention program for at risk first graders. It is also a staff development program for teachers who participate in a year-long university course. Based on research by Marie Clay, educator/psychologist in New Zealand, instruction is daily, intense, individualized, and interactive. The teacher focuses on students' strengths while teaching them how to carry out operations to solve problems in reading and writing. A high rate of acceleration is necessary. The goal of the program is for the student to become an independent, self-monitoring, strategic, and self-improving reader capable of maintaining progress among average readers in the classroom. This is the second year of implementation in selected district schools.

The district's interest in the Reading Recovery program began in the spring of 1989 when the Supervisor of Reading/Language Arts was invited by the State of Iowa Department of Education to attend a Reading Recovery conference in Columbus, Ohio. Later that spring, a group of district educators visited Reading Recovery sites in Columbus to observe the program in action. In December, 1989, the Board of Directors approved the recommendation that the district apply for participation in the Ohio State University Reading Recovery program. In February, 1990, Drake University agreed to be the university sponsor of the program and approved the district Teacher-Leader as an adjunct instructor. In May, 1990, the district Teacher-Leader, Lavone Mann, was admitted to the Ohio State University Reading Recovery training course, and the district was accepted as an approved Reading Recovery program site.

The Reading Recovery program was implemented in six elementary schools in 1991-92. Nine schools were added in 1992-93. Four schools will be added in 1993-94.

Instructional Methods

Elementary Reading/Writing, Grades K-5

Elementary reading/writing instruction is guided by the District Mission Statement, the State of Iowa Standards, the Elementary Time Allotments, instructional objectives, and the philosophies that guided the adoption of curriculum materials in language arts. Students are grouped flexibly by reading level for instruction and are tested at their instructional reading level.

Instruction in writing, grades K-2, is included in the time allotted to the K-2 Integrated Units. Writing at this level is viewed both as a tool to enhance reading comprehension and as a process by which students develop clarity in writing. Instruction in writing, grades 3-5, is not integrated with other subject areas. However, all instruction grades K-5, assumes that developing writers write most clearly about subjects that relate directly to experience or emerge from their study in other content areas. Writing instruction is directed to what the writer knows and needs to know.

Reading instruction, K-5, is not integrated with other subject areas. Instruction is directed toward the reading level of the student and uses texts (fiction and nonfiction trade books and basal readers) that students can comprehend with some independence.

Middle School Reading, Grades 6-7

Middle school reading instruction is guided by the District Mission Statement, State of Iowa Standards, district policy requiring students in grades six and seven to take reading two semesters for one class period, instructional objectives, and the philosophy that guided the adoption of curriculum materials in reading. In 1989 the Reading Adoption Committee recommended that students be grouped heterogeneously for reading instruction and tested on grade level.

In 1992-93, eight of ten middle schools used some variety of interdisciplinary teaming:

- Five schools organized reading/English instruction in a two-period block in sixth and seventh grades.
- Two schools organized reading/English instruction in a two-period block in sixth grade.
- One school included reading instruction in an across-the-curriculum sixth grade team.

In 1993-94, all middle schools will provide reading instruction in a reading/English block or an interdisciplinary team.

Middle School Reading, Grade 8

While reading instruction at eighth grade is optional by district policy, nine of the ten middle schools offer eighth grade reading. There are 39 sections of eighth grade reading across the district serving approximately 1,123 students (based on an average class size of 28.8) or approximately 53% of the 2,139 eighth graders enrolled. The sections are scheduled in two configurations:

- Thirty sections are one-semester classes.
- Nine sections are two-semester classes.

Five middle schools require reading or equivalent language arts electives for all eighth graders. All schools organize most reading instruction heterogeneously with some modifications for developing readers.

High School Reading, Grades 9-12

While reading instruction in high school is optional by district policy, both alternative high schools offer reading. Classes in Reading Improvement and Reading and Study Skills are offered at Alternative High School-South and Alternative High School-North.

Goals of the Language Arts Program

There are three goals toward which instruction in the language arts is directed.

1. Students will read increasingly more complex materials with comprehension.
2. Students will write about increasingly more complex ideas with clarity.
3. Students will think and speak clearly about increasingly more complex ideas.

What do students need to do in order to progress toward these goals?

1. They need to read for information, for enjoyment, and for an understanding of themselves and others.
2. They need to write about what they know (either from experience or from what they have learned) for an audience.
3. They need to have frequent opportunities to talk about what they know, actively listen to what others know, and to make decisions about what they need to know.

Reading

What curriculum tools do educators use to work toward the goal of reading comprehension?

1. In 1989, the district adopted 849 titles of fiction and nonfiction literature, grades K-8. These titles were selected by over 100 educators and parents in 1989 and 1991. The trade books were selected for their quality, their appeal to children and young people at each grade level, and their appropriateness for students who read at varying levels of comprehension.

2. The Silver Burdett & Ginn (SB&G) teacher resource materials are used as a guide for instruction, grades K-8. The SB&G basal reading series (K-8) and the Scholastic anthologies (6-8) were selected over others because the literature in the student books was of generally high quality and the teachers' resources offered a balanced approach to

reading instruction. The teachers' resources offer ideas to develop students' reading strategies and their thinking skills; in other words, their comprehension.

3. Writing is used as a tool to strengthen students' understanding of reading.

   - Students need to see teachers writing; they need to see that print represents thoughts and speech.

   - Developing readers must be immersed in print: print from books, print in language experience stories, print on the chalkboard, print in chart stories, environmental print, print projected on a screen, and their own published writing.

   - Developing writers use what they know of the sound-symbol relationship (phonics) to construct spelling. They read and re-read to clarify their thoughts as they compose. They create meaningful texts to share with an audience. In other words, when students write they read.

   - Students who write about their reading think about their reading.

What do students need to know and do in order to become proficient readers?

1. They need to know that print contains meaning and that readers bring meaning to print.

2. They need to know that there are strong cues they can use to decode to meaning: semantic (What word makes sense here?); syntactic (What word fits here?); graphophonic (What sound does this letter represent?); and pictorial (What is in the picture that could help?). Independent readers use phonics to confirm the predictions they make based on meaning.

3. They need to listen to fine literature. By listening to the language of books, they become familiar with the conventions of text. They become familiar with the differences between the structure of fiction and nonfiction, prose and poetry, description and narration.

4. They need to read frequently, widely, and purposefully. They also need to have access to materials that they can read independently, because the goal of reading is comprehension. Readers cannot comprehend when their focus is on decoding and they are reading word-by-word.

5. They need to receive direct instruction from texts at their instructional reading level. (At any given grade level, several instructional levels are present.) Students should be flexibly grouped in reading according to instructional level, choice of literature, cooperative task, and for other instructional purposes.

6. They need to write about their reading, because writing is (in part) thinking on paper. And they need to think about their reading, a habit that can be developed--through writing.

7. They need to know the questions that proficient readers ask themselves. (The SB&G materials, district thinking skills strategies, and Reading Recovery program methods are excellent resources.)

Do we teach phonics in our reading program?

Yes.

The SB&G instructional strategies are structured so that the young reader moves from letter to sound to meaning. (See, Hear, Say, Practice) Direct instruction in blending is offered. Through guided instruction, young readers move back and forth from the text to meaning and letter-sound cues. Teachers draw students' attention to the cueing systems (phonics, meaning, structure, pictures) in the context of reading. We teach phonics both systematically and in the context of meaningful texts.

Do we use the "whole language" approach?

"Whole language" is a misunderstood concept. It means that children learn most effectively when most of their experience with print is whole and not fragmented. It does not mean that they learn best in whole group instruction or that they learn to decode by memorizing whole words. Teachers are working toward a balanced literacy program. They are using strategies that have worked in the past and revising their practices in the light of current research.

Writing

What curriculum tools do educators use to work toward the goal of clarity in writing?

1. In 1985, the district initiated an increased emphasis on writing, particularly the process approach. Extensive in-service was provided for elementary principals, classroom teachers, and community members. The supervisor and four language arts consultants demonstrated the process approach to writing in classrooms, K-5. All supporting curriculum areas (spelling, handwriting, the study of grammar, mechanics, usage, listening, speaking, and even reading) were re-interpreted as tools for written expression. It was recommended that the time allotted to language arts instruction be devoted to written expression. Language arts philosophies written by curriculum adoption committees emphasized the primacy of written expression. A writing process chart was displayed in every language arts classroom, K-8.

2. In 1986, Macmillan's First Dictionary was adopted for grade two and Houghton Mifflin's Dictionary Intermediate was adopted for grades 3-5. Thesauri were offered for purchase from the third, fourth, and fifth grade trade book lists in 1989. Both dictionaries and thesauri are tools for the writer.

3. In 1987, A.N. Palmer's Palmer Method Handwriting was adopted. A handwriting adoption committee has been working since January, 1993, to select a program to be used in the fall of 1994. The committee is examining elementary keyboarding software in coordination with the district technology emphasis.

4. In 1990, the Kendall/Hunt Improving Spelling Performance program was adopted. The philosophy guiding the selection of the program stated, "Composition is the appropriate activity for spelling development." The spelling program is a tool to support composition.

5. In 1990, the Harcourt Brace Jovanovich HBJ Language program was adopted as an instructional guide for writing. The program is a resource for educators and provides materials and strategies to support the goal of writing proficiency. The writing workshop,

a structure to support prewriting, drafting, revising, editing, publishing, and sharing/ responding to writing, continues to be the primary instructional emphasis.

What do students need to know and do in order to become proficient writers?

1. They need to know that print contains meaning. Writing is, in part, thinking on paper.

2. They need to be free of the constraints of conventional correctness when drafting. A writer's first task is to get thoughts on paper, quickly and with concentration.

3. They need to share and receive response to their drafts. Questions that help the writer add, delete, re-arrange, and vary sentence structure are productive.

4. They need to revise their drafts considering the audience response and their own intent. Clarity is the goal of revision. Clear writing can be comprehended by a reader.

5. Because clarity is the goal of writing, students need to edit for legibility in handwriting and correctness in spelling, grammar, mechanics, and usage. It is in the editing stage of the writing process that educators expect students to demonstrate their handwriting and spelling proficiency.

6. They need to internalize the process approach to writing and the questions that direct them to clarity.

7. They need to read widely and purposefully. Students learn to write, in part, by reading.

8. They need to have time to engage in the processes of thinking and writing.

Do we encourage "invented" spelling and de-value correctness?

Yes and no.

Young children and developing writers need to "construct" their spelling for two reasons:

1. They need to use what they know of phonics to encode. (Phonics is a tool for spelling.)
2. They need to concentrate first on their thoughts (the meaning they transfer to the page). They need to draft quickly, free of conventional correctness.

Correct spelling is emphasized in the test-study-test format of formal spelling instruction, grades 2-5. Correct spelling is expected in the editing stage of the writing process.

Reading Is Fundamental (RIF)

History

In 1966 Mrs. Robert S. McNamara and a group of citizens in Washington, D.C. organized the first Reading Is Fundamental project. Their goal was to encourage children to read by showing them reading is fun. Their method was to give the students a chance to choose and to keep books that interested them. The Ford Foundation provided funds for ten pilot projects in locations nationwide. The idea spread from one community to the next, and by 1976, there were more

than 400 RIF projects. In that same year, Congress recognized RIF's success by establishing the Inexpensive Book Distribution Program, modeled on RIF. Today, there are thousands of RIF projects in 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

RIF in the Des Moines Public Schools

The RIF program began in Des Moines in 1977-78. At Dr. Maxine Robinson's invitation, two schools, Casady Elementary and Warren Harding Junior High, secured local funding and began their involvement in the program. Approximately 700 students were served that year. In succeeding years, federal funding encouraged the growth of the program in Des Moines. In 1992-93, the sixteenth year of district participation, approximately 10,000 students were served. Twenty-five elementary and five middle schools currently receive federal funds for book distributions.

The supervisor's office has coordinated the RIF program for participating schools for sixteen years. This central coordination has contributed to the success of the program in Des Moines by relieving schools of the responsibility to monitor deadlines and keep the records required by federally-funded programs. The supervisor's office has:

facilitated the writing of local annual proposals;
coordinated the ordering, delivering, and payment for books;
monitored local budgets;
provided and administered a timeline of program requirements; and
communicated with local coordinators and principals through annual in-service and as needed throughout the year.

Instructional Services secretaries, Liz Balli-Nicholson and Peggy Doane, must be credited with the commitment and careful attention to detail that monitoring the RIF program demands. Buildings rely on the record-keeping and helpful information Peggy and Liz have provided.

INPUT EVALUATION

Budget and Sources of Revenue

Elementary reading/language arts teachers and secondary reading teachers are paid from the General Fund. The Textbook Budget and the Curriculum Development/Materials Selection Budget also support the reading/language arts program.

Instructional staff expenditures are based on an average salary of $33,065.00, multiplied by 29.5% for fringe benefits, and multiplied by the percent of time allotted to reading/language arts instruction.

Human Resource Expenditures (1992-93)

Instructional Staff

Grade	% of time teaching Reading/Language Arts*	Total Salary/ Benefits	Cost Per Student
Kindergarten	38%	$1,098,312.00	$419.52
1st Grade	46%	2,304,526.00	850.38
2nd Grade	47%	2,455,251.70	927.91
3rd Grade	44%	1,846,359.00	743.60
4th Grade	45%	1,734,174.00	693.95
5th Grade	45%	1,637,831.00	683.00
6th, 7th, 8th Grades	(one period/day)	1,477,262.00	272.81
	TOTAL	**$9,181,710.70**	
		AVERAGE	**$655.88**

*The percent of time teaching reading/language arts, K-5, reflects the time allotted to reading, composition, handwriting, spelling, library visits, and literature.

Central Office Administration:

Supervisor	1.0	$46,233.00
Secretary	.5	7,644.00
TOTAL		**$53,877.00**

Staff Development Expenditures

The district staff development budget has been distributed to buildings. Educators have the option to purchase staff development opportunities offered in and outside the district. Staff

development funds ($4,500) will supplement the cost ($10,000) of the Iowa Writing Project Institute, June 14-July 2, 1993.

Textbook Budget

Language Arts: Spelling Grades 2-5	$34,691
Supplementary Reading Grades 2-5	$30,000

Funds were used to purchase fiction and nonfiction trade books for classrooms, K-8. ($8,251.68) Revised editions of the Silver Burdett & Ginn end-of-level tests were purchased for the middle schools. ($1,546.50) The remainder of the budgeted funds ($20,000) supported the Science Department's purchase of nonfiction literature for classrooms, K-2.

Curriculum Development/Materials Selection Budget

Handwriting	$1998.88
Supplementary Reading:	$4427.20

As of April 30, 1993, funds from this budget paid for the work of two committees .

Handwriting Adoption Committee	$1542.75
Reading/Writing Assessment Committee	$297.50

Reading Is Fundamental (RIF)

The RIF program in each school relies on the time and organization of school and community volunteers. Over 265 volunteers (parents, librarians, teachers, and community members) worked with the program in 1991-92.

	Federal/local funds	Students Served	Number of Books Distributed
1976-1992	$418,762	140,519	421,557
1992-1993	$32,376	10,120	30,360
TOTAL	**$451,138**	**150,639**	**451,917**

Elementary Time Allotments for
Reading/Language Arts (Minutes Per Week)

Subject	K	1	2	3	4	5
Reading/Literature/ Library	250	675	675	525	450	450
K-2 Integrated Units*	185	315	290			
Language				150	225	225
Spelling	0	0	60	75	75	75
Handwriting	0	75	40	75	75	75

The K-2 Integrated Units include language arts, social studies, and science. Health is taught as a separate subject in this time block.

Middle School Time Allotment for Reading

Sixth and seventh grade students are required to take reading two semesters for one class period. Many eighth grade students (53% in 1992-93) take reading for enrichment or remediation for one class period.

Textbooks In Use

Grade Levels(s)	Book Title (Copyright) Publisher	Current Use Cycle	Future Use Cycle	Cost
HANDWRITING				
K-5	Palmer Method Handwriting (1987) A.N. Palmer Co.	1987-1994	1994-2001	**$31,196.67**
DICTIONARIES				
2	First Dictionary (1987) Macmillan	1986-1995	1995-2002	21,759.00
3-5	Dictionary Intermediate (1986) Houghton-Mifflin	1986-1995	1995-2002	56,399.55
		TOTAL		**$78,158.55**
READING				
K-8	World of Reading, (1989) Silver, Burdett & Ginn	1989-1996	1996-2003	542,820.55
6-8	Scope English (1988) Scholastic	1989-1996	1996-2003	31,227.17
K-8	Trade Books	1989-1996	1996-2003	250,000.00
K-8	Trade Books	1989-1996	1996-2003	150,000.00
		TOTAL		**$974,047.72**
SPELLING				
2-5	Improving Spelling Performance (1986) Kendall/Hunt	1990-1997	1997-2004	43,806.00 34,691.00 9,310.00 34,691.00 9,310.00 34,691.00 9,310.00
		TOTAL		**$175,809.00**

LANGUAGE ARTS

K-5	HBJ Language (1990) Harcourt Brace Jovanovich	1991-1998	1998-2005	**$152,377.00**

PROCESS EVALUATION

Current Year Goals/Objectives

Responsibility Statement

Title: Supervisor of Reading K-12/Language Arts K-5 Year: 1992-93

Responsibility Statement:
The responsibility of the Supervisor of Reading/Language Arts of the Des Moines Public Schools is to provide leadership toward integrating all communication skills with focus on increased student learning.

Organizational Tasks:
The organizational tasks to be performed by the supervisor include the following: 1) reviewing research and studying ways to improve the reading process; 2) studying the reading/writing objectives with teachers, parents, administrators; 3) selecting appropriate materials with the support of committees; 4) providing leadership with teachers in the implementation of new materials and the processes to use in teaching language arts; 5) conducting in-service, staff development classes, and workshops; 6) observing students in classrooms and noting strengths and weaknesses in the reading/language arts program; and 7) analyzing evaluation data.

Organizational Relationships:
The Reading/Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and provides support to building administrators and reading teachers.

Objectives:

Weight(%)		OBJECTIVES
30%	1.	Meet the organizational expectations of the Teaching and Learning Division by a. being visible and accessible to building and central office staff, b. focusing direction in the area of reading and language arts and, c. being involved in day-to-day experiences.
25%	2.	Support the missions and objectives of the schools and the goals of the district.
25%	3.	Provide leadership in implementing the K-5 total language arts program to principals, staff, and parents. a. Provide in-service, staff development , and workshops. b. Provide in-service in emphasizing beginning reading and Reading Recovery. c. Observe children in classrooms and note the reading/writing connection.
10%	4.	Provide training and support for persons in the use of IMS computer Management program for reading.
10%	5.	Provide leadership in the coordination of the Reading Recovery program.

District Goals:

The following goals in the 1992-93 District Improvement Plan specifically refer to language arts:

I.8 Integrate technology into the delivery of instruction throughout the district.
II.10 Examine and promote alternative forms of student assessment.

Building Objectives:

Twenty-five elementary and two middle schools named reading/language arts specifically in their 1992-93 objectives. Both middle schools identified objectives related to reading comprehension. Four of the 25 elementary schools named more than one objective related to reading/language arts; twenty-one schools reported one. The objectives addressed the following needs:

1. Composition, the mechanics of writing, and grammar (10)
2. Oral communication (1)
3. Reading comprehension (8)
4. Reading enjoyment/attitude (4)
5. Vocabulary growth (4)

In-service/Staff Development

In-service Presented by the Supervisor

The distinction between staff development and in-service is that staff development is offered outside of the contract school day/year, is usually in increments of 15 contact hours, and teachers receive staff development credit that may be used for advancement on the salary schedule. In-service is offered during the contract day/year, can be any length of time, and teachers do not advance on the salary schedule.

The supervisor presented over 50 sessions of in-service to educators, parents, community members, and students. Topics during August pre-service were determined by the supervisor. In-services on the Reading Recovery program were provided in collaboration with Lavone Mann, Reading Recovery Teacher-Leader. In-services on integrating the curriculum were presented with other subject-area supervisors. Most of the topics were requested by educators; presentations were given during the contract day or in the evening.

1992-93	Topic
June	The K-2 Developmental Checklist
August	Pre-service Sessions for New Teachers, Elementary Curriculum Specialists, and Middle School Reading Teachers
September	The Writing Process

October	The RIF Program District Goals/Direction in Reading How to Select Books for Personal Reading Learning Centers K-2 Overview of the K-5 Reading Program Reading Management The Reconsideration Committee/Literature Selection
November	Reading Recovery Early Reading and Literature Choice Reading Instruction Assessment and Early Reading Grading, Skills, and Time Management Reading Instruction A Reading Overview Learning Centers Learning Centers/Early Reading Strategies
December	How a Supervisor Supports New Teachers Direction in Reading Instruction Whole Language The Writing Process Direction in Reading Reading Recovery Reading Recovery Alternatives to Worksheets
January	Strategies for Developing Readers Reading Recovery Strategies in Reading Reading Recovery Reading Recovery
February	Trends in Reading Instruction/G&T Implications Trends in Reading Instruction K-5 Grade Level In-service Trends in Reading Instruction Middle School Reading Discussion Group Ideal Reading Curriculum Trends in Reading Instruction The Writing Workshop New Teachers Discussion Group
March	Parents/Students "Write Night" Using the Newspaper for Literacy Development Process of Writing Handwriting Adoption Committee: Cultural Implications, Use of Technology, Early Childhood Considerations
April	K-5 Grade Level In-service Alternative Assessment Tools Trends in Middle School Reading/English Reading Remediation by Classroom Teachers

May	Reading Remediation by Classroom Teachers Integrating the Subject Areas
June/July	The Iowa Writing Project Institute - Level I

Staff Development

Lavone Mann, Reading Recovery Teacher-Leader, taught four staff development courses for kindergarten, first, and second grade teachers. These courses emphasized early literacy development and the methods used in the Reading Recovery program that are useful to classroom teachers of reading. Kindergarten teachers, Joyce Squires and Jane Daniels, taught a course in portfolio assessment. Jane Wilkins, Des Moines Plan teacher/consultant, taught a course on the Teachers' Choice Books.

Professional Meetings Attended by Supervisor

Reading Recovery Conference (Columbus, Ohio)
Iowa Reading Association Conference (Des Moines, Iowa)
Portfolio Conference (Heartland AEA, Des Moines, Iowa)
Beginning Reading Conference (U.N.I., Cedar Falls, Iowa)

Each of the conferences attended provided information that supported two of the supervisors' objectives:

- provide in-service in emphasizing beginning reading and Reading Recovery, and
- provide leadership in the coordination of the Reading Recovery program.

The Portfolio Conference provided information to support the district goal: Examine and promote alternative forms of student assessment.

Technology

Instructional Management

As of 1992-93, the IMSplus computer management system is used in all elementary schools to manage instruction and report progress in reading and mathematics. Many middle school reading teachers use computer programs to manage and report progress.

Computers

Instructional use computers in the elementary and middle schools are organized in three settings: the lab, the computer center, and the classroom. (Labs generally contain enough computer stations for the teacher to conduct a class, while computer centers accommodate smaller groups of students. Classrooms typically house one computer; however, not all classrooms have one.)

Instructional use computers in the elementary schools are housed in the three settings above. Two elementary schools have computer labs, several schools have a computer center, and most schools use single computers in classrooms or rotate their use among classrooms. The number of instructional use computers ranges from 53 to 11 per building.

The number of instructional use computers in the middle schools ranges from 84 to 49 per building. Included in these numbers is a 24 station computer lab in each middle school.

Liquid Crystal Display (LCD)

Seven elementary schools have at least one LCD; the number ranges from one to five per building.

All middle schools have at least one LCD; the number ranges from one to seven per building.

Computer Software

Computer software has not been purchased as part of any curriculum adoption in reading, language arts, handwriting, spelling, or dictionaries.

Management of Elementary Reading Instruction

Management System

A management system is an essential tool for instruction. It has two components: objectives and assessment instruments. A management system helps teachers make instructional decisions that develop students' proficiency in reading.

All instruction in reading is directed toward one goal: Students will read increasingly more complex materials with comprehension. All of the objectives that guide instruction are directed toward this goal.

Beginning, developing, and independent readers benefit from instruction that is directed toward their instructional reading level. When beginning and developing readers are instructed from texts that they can decode independently, their attention is directed toward comprehension: the goal of reading. If they are instructed from texts that pose decoding problems for them, their emphasis is on word-by-word reading, not comprehension. Independent readers need to be instructed from texts that challenge them. They need to apply thinking strategies to increasingly more complex materials.

Consequently, instruction directed toward a student's instructional reading level is essential. A system of objectives and corresponding assessment instruments helps teachers determine the instructional level and provide appropriate direction.

The Silver Burdett & Ginn (SB&G) end-of-level tests, Levels 3-11, provide a measure of students' proficiency against increasingly complex text levels. These criterion-referenced tests are tools for instructional decision-making.

Because the end-of-level tests give a limited picture of reading performance, other assessments are used to guide instruction and report progress. Anecdotal records detailing behaviors related to reading, the K-2 Developmental Checklist, and portfolios are assessment tools that provide a broader picture of reading proficiency. The SB&G end-of-level tests indicate how well a student can select the best answer to a set of questions; anecdotal records, checklists, and portfolios indicate how well the reader brings meaning (reader purpose, interest, and background) to the text. Getting meaning from a text and bringing meaning to it are essential to comprehension. A balanced assessment of reading must account for both.

The primary purposes of any classroom reading assessment are to help students learn about their own literacy growth and to give educators the information they need for curriculum and instructional planning.

IMSplus

As of 1992-93 all elementary schools are using the Instructional Management System (IMSplus) for computer-assisted record keeping and reporting in both reading and mathematics. Currently this system has the capacity of reporting student reading progress from performance on the SB&G multiple-choice unit and end-of-level tests. An advisory committee is exploring the capabilities of the IMSplus system to report information from a checklist format.

PRODUCT EVALUATION

Accomplishments

The supervisor's primary responsibility is to interpret and implement the district mission: *"...to provide a quality educational program to a diverse community of students where all are expected to learn."*

In-service and Staff Development

In-service and staff development were provided both in response to building objectives and toward the goal of providing expanded opportunities for students to grow and demonstrate their progress. Following attendance at professional meetings and after on-going research, the supervisor provided information to educators and the community on exemplary instructional and assessment methods.

Technology

Instructional use computers vary in number, use, and setting in the elementary and middle schools. Word processing is a powerful tool for growth in both reading and writing; yet, students' access to computers varies across the district. The supervisor will work with the district technology committees and building administrators to explore the use of existing technology to support student learning.

The Instructional Management System (IMSplus) stores and reports information in reading and mathematics that teachers use to direct instruction toward student need. The IMS Advisory Committee is exploring the capacity of IMSplus to report observational checklist information. Alternative assessments offer a more complete picture of student progress.

Management of Elementary Reading Instruction

The elementary reading management system (objectives, tests, IMSplus reports) provides information on student progress that allows teachers both to create flexible groups and to differentiate instruction in heterogeneous settings. Providing "a quality educational program to a diverse community of students where all are expected to learn" requires sound assessment practices and instructional strategies.

Program Strengths and Deficiencies

Strengths

The primary strength of the reading/language arts program is its committed and competent teachers. Teachers carefully assess student need, continually revise their instructional strategies, provide opportunities for students to grow, keep parents and students informed of progress, seek professional growth opportunities, and collaborate with colleagues to meet student, building, and district goals. They use district assessment tools (the various tests and computer management systems) to organize instruction. Many have initiated the use of performance assessment tools (observational checklists, portfolios, running records) to provide opportunities for students to

demonstrate their progress. Teachers serve on curriculum committees, teach staff development courses, and provide in-service for their colleagues in and outside the district.

A second strength of the reading/language arts program is its emphasis on flexible grouping and differentiating instruction in heterogeneous settings. Teachers use information from various sources (testing, observation, student work samples) to determine student need. They direct their attention to students' developmental and instructional needs.

A third strength of the reading/language arts program is its curriculum. The student texts and teacher resource materials were selected to provide quality and flexible tools for instruction.

The district requires that students receive reading instruction from kindergarten through seventh grade. For several years, the middle schools have offered reading classes for eighth grade students. In 1992-93, approximately 53% of district eighth grade students took at least one semester of reading or an equivalent elective. Two high schools offer courses in reading. A fourth strength of the reading/language arts program is the building-level initiatives that provide reading instruction to eighth grade students.

Deficiencies

The deficiency of the reading/language arts program is its need for alternative assessment tools to report progress. Many teachers have used and refined the portfolio as a way to help students demonstrate their growth in reading and writing, and their enthusiasm for and expertise with this tool are growing. (Since 1990, over 25 elementary and secondary educators have participated in the Heartland Area Education Agency's portfolio project.) An effort is underway to modify current testing practice and develop alternate assessments.

Assessment Overview

In her 1990 Program Evaluation, the Supervisor of Reading/Language Arts quoted two experts in reading assessment.

> *One test given at one time under one set of conditions should never become the single measure to evaluate a behavior as complex as reading. (Roger Farr)*
>
> *Thus far reading assessment has not kept pace with the advances in reading theory, research, and practice. Instructional decisions are too often made from assessments which define reading as a sequence of discrete skills that students must master to become readers. (David Pearson)*

The district uses a multifaceted assessment system that serves the needs of a variety of audiences. Each type of assessment yields significantly different information, and each must be viewed as only part of the picture of student progress.

Criterion-referenced Tests

The criterion-referenced test yields a measurement of progress on specific skills in terms of a defined level of mastery. The focus is on the performance of a student as measured against the criterion rather than against the performance of others who take the same test. The performance

of students on the Silver Burdett & Ginn end-of-level tests in reading at the elementary level provides teachers with information for instructional decision making. The instructional reading level of the student is determined partially by progress measured on the test. The purpose of these tests is reading placement.

Objectives-based Tests

The objectives-based test measures one or more instructional objectives, usually the critical skills being taught by an educational program. The primary purpose of the test is to evaluate the strengths and needs of the program: materials and instruction. The secondary purpose is to measure student progress. (Because these tests are administered in the spring, teachers do not have the results in time to address the instructional needs of their students.) The Silver Burdett & Ginn end-of-level tests in reading, grades 6-8, measure comprehension, literature, decoding/word study, and study skills.

Holistic Performance Assessment

A performance assessment calls on students to apply the skills and knowledge they have mastered. It measures a student's ability to perform tasks and solve problems in authentic or "real life" situations. The district performance assessment measures the holistic process of writing. The holistic score represents the reader's overall impression of the paper. The district Composition Test, administered at grades three and five yields holistic and dimensional scores. The dimensions scored are development/organization, language choice, sentence structure, and mechanics. The composition test requires students to write from a choice of three topics. Both the third and fifth grade topics direct students to draft personal narratives that they revise and edit. The primary purposes of this testing have been selection of students for remedial services and program evaluation. In 1992-93, the Department of Information Management offered teachers the opportunity to use their students' scored writing for instructional decision making and student self-evaluation. The assessment criteria (the student score sheet) are used by teachers for instruction.

Norm-referenced Tests

Norm-referenced tests interpret individual performance by comparing a student's score to an established norm group, not to a performance criterion. The test is designed so that half of the students score above the 50th percentile and half below. The Iowa Tests of Basic Skills is administered in grades three, four, six, and seven. Reading and language arts sub-tests are presented in a multiple-choice format.

Reading Placement Tests
Grades 1-5

This report on placement for reading instruction provides base-line information to which succeeding years' growth can be compared.

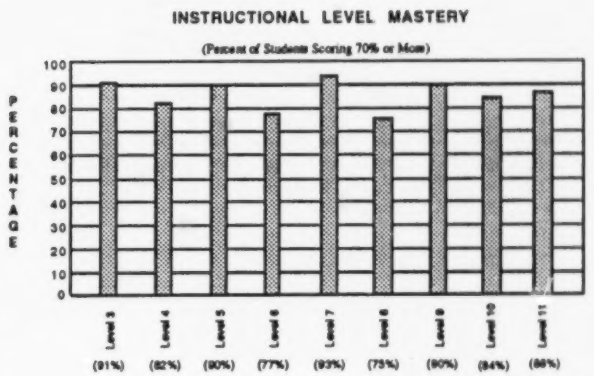
Instructional Level Mastery, Levels 3-11

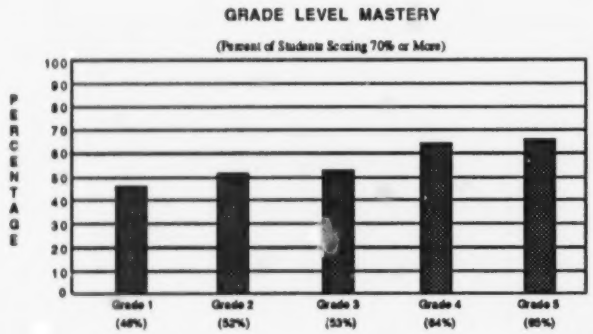
The percent of students correctly responding to 70% or more of the items is predictably high for each test level. These data suggest that students are placed in instructionally appropriate reading levels and that the majority are progressing at these levels. When the test scores are disaggregated, there are essentially no differences between the scores of males and females; however, females are achieving at a slightly higher percentage than males. The minority/nonminority differences on most of these tests are nonexistent to minimal. Two exceptions are Levels 8 and 11, where a greater percentage of nonminority students achieve 70% (or greater) mastery than minority students. The differences in mastery percentages based on participation in the subsidized lunch program are mostly minimal to slight. The largest differences are for Levels 6 and 10, where more students not on free/reduced price lunches than students receiving free/reduced price lunches are achieving 70% (or greater) mastery.

Grade Level Mastery, Grades 1-5

The percent of students correctly responding to 70% or more of the items ranges from 46% in first grade to 65% in fifth grade. There is a wide range of normal reading development among five to eight-year-olds, and this range is reflected in the data. The goal of reading is that students will read increasingly complex texts with comprehension, and their progress is reflected in the data.

ELEMENTARY
READING PLACEMENT TESTS
1991-92





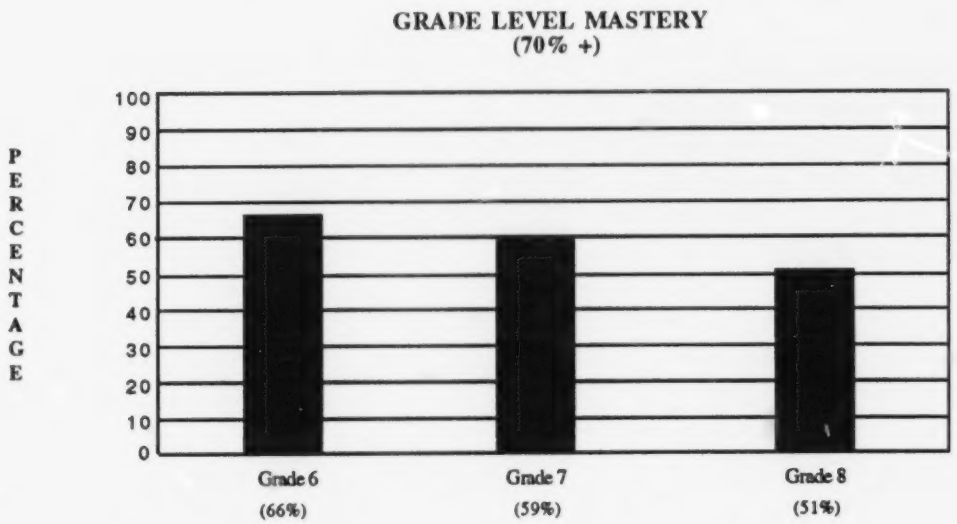
Reading Objectives-based Tests
Grades 6-8

The graph represents the percent of students performing at 70% (or greater) on the reading objectives-based tests administered in the spring of 1992. The percent increased from 65% at fifth grade to 66% at sixth grade. The percent of students performing at 70% (or greater) declined from 66% at sixth grade, to 59% at seventh grade, and to 51% at eighth grade. The percentage of students achieving 70% (or greater) mastery is lower in seventh grade than in fifth grade. The time allotted to instruction in reading/English declines from 45% in fifth grade to 29% in sixth and seventh grades. Of the 2,184 students enrolled in eighth grade in 1991-92, 690 or 32% were tested.

Disaggregation of Test Scores

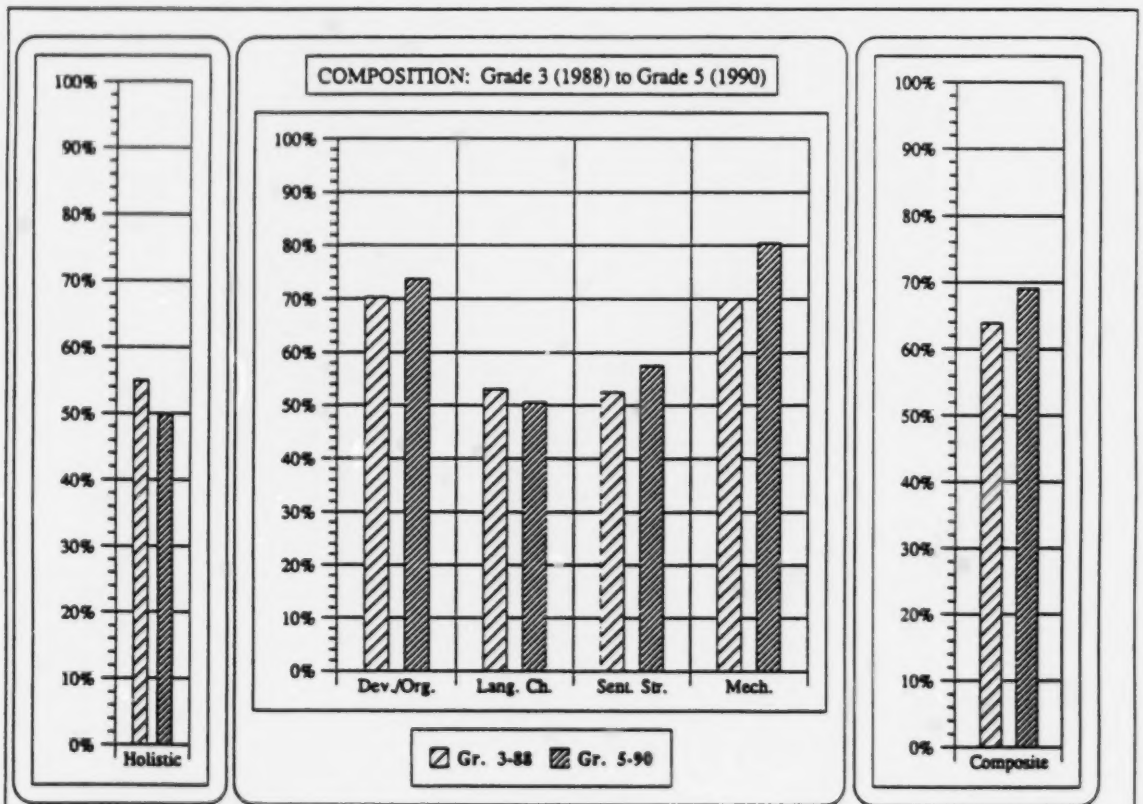
Differences between females and males on these tests become more evident; more females than males are achieving at a 70% (or greater) mastery level. The minority/nonminority differences on these tests are also more apparent. A greater percentage of nonminority students than minority students are achieving at a 70% (or greater) mastery level. The differences in mastery percentages based on participation in the subsidized lunch program are also more apparent. A greater percentage of students not on free/reduced price lunches than students receiving free/reduced price lunches are achieving 70% (or greater) mastery.

MIDDLE SCHOOL READING TESTS
Spring, 1992



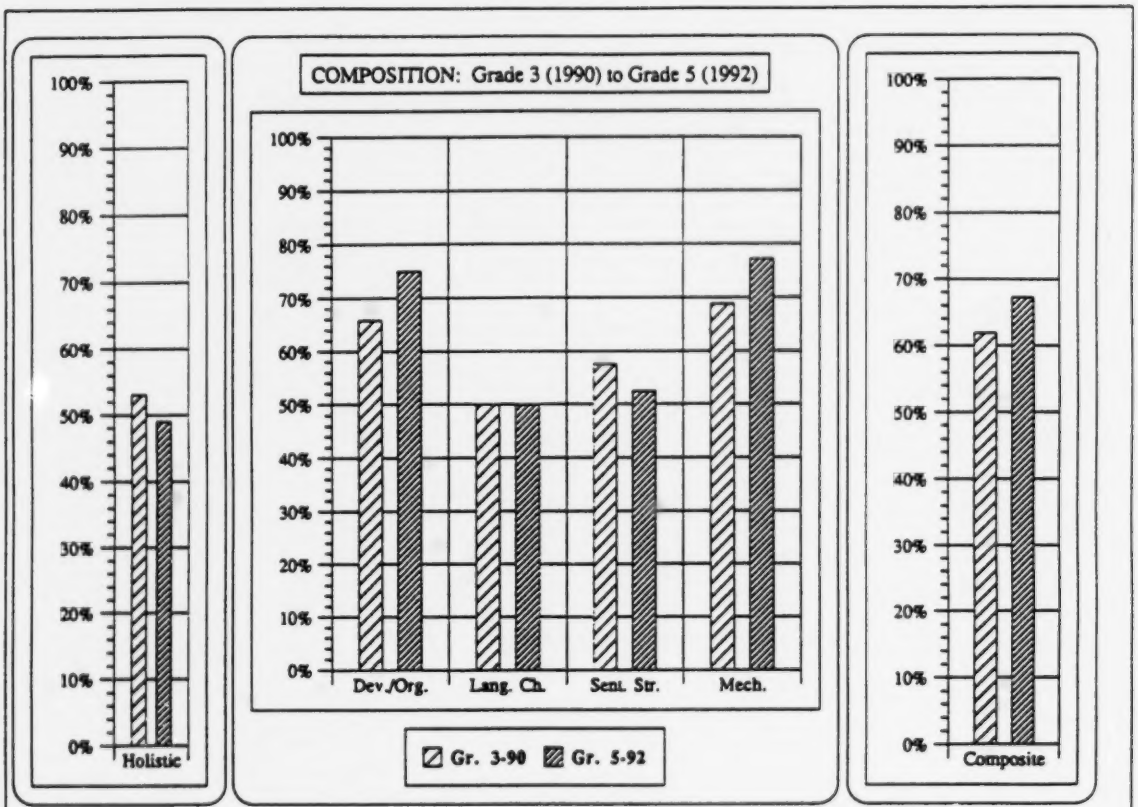
Composition Tests
Grades 3 and 5

District average scores are reported for a similar group of students as they moved from third to fifth grade. The graphs display information on the progress of these students. Students who were in fifth grade in 1990 made steady growth from third grade in their composite score, from 57.5% to 67.7%. Their average scores increased in the dimensions of Development/Organization, Sentence Structure, and Mechanics. Their scores declined on the Language Choice dimension and on the holistic assessment of their writing. Students who were in fifth grade in 1992 made steady growth from third grade in their composite score, from 55.7% to 66%. Their average scores increased in the dimensions of Development/Organization and Mechanics. Their scores declined on the Sentence Structure dimension and remained constant on Language Choice. Their scores declined on the holistic assessment.



Strand Avg. Raw Scores

	Gr. 3-88	Gr. 5-90
Holistic	5.5	5
Development/Organization	16.9	17.7
Language Choice	8.5	8.1
Sentence Structure	4.2	4.6
Mechanics	22.4	32.2
Composite	57.5	67.7



Strand Avg. Raw Scores

	Gr. 3-90	Gr. 5-92
Holistic	5.3	4.9
Development/Organization	15.8	18
Language Choice	8	8
Sentence Structure	4.6	4.2
Mechanics	22	30.9
Composite	55.7	66

Disaggregation of Test Scores

In 1992, the difference between the disaggregated groups were generally slight. There was some discrepancy at grade three, where a greater percentage of nonminority students (86.6) than minority students (78.5) are achieving the standard, and a greater percentage of students not participating in the subsidized lunch program (90.1) than participants in the subsidized lunch program (77.9) are achieving the standard. This gap narrows at grade five.

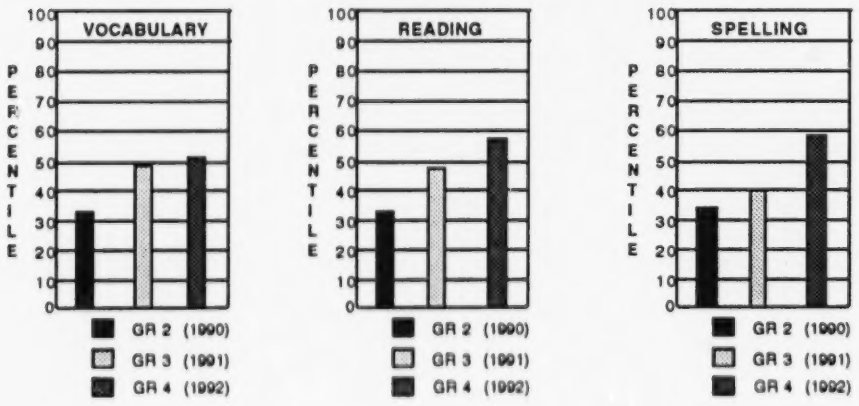
ITBS Tests
Grades 2, 3, and 4

The Iowa Tests of Basic Skills (ITBS) are currently given at grades three and four. The average national percentile scores are represented on charts for grades two, three, and four. Student growth is represented in graph form for a similar group of students as they progressed from grade two to grade four. Students in this group showed steady growth as measured by the following sub-tests: Vocabulary, Reading, Spelling, and Punctuation. Scores fluctuated between second and fourth grade as measured by the following sub-tests: Capitalization, Usage, Total Language, and Reference. Growth is evident in all sub-test areas from second to fourth grade, except in Usage where the average percentile score declined by one percentage point.

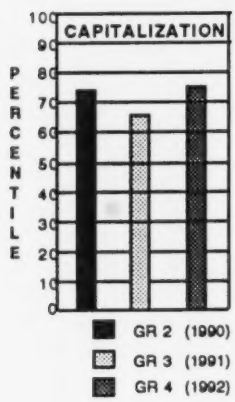
ITBS NATIONAL PERCENTILE FOR 1990-1992 RESULTS

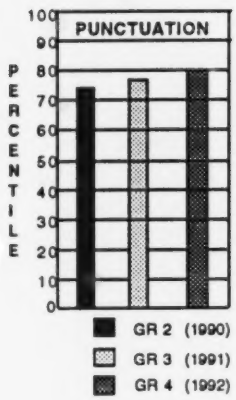
	Grade 2	Grade 3		Grade 4		
Subtest	1990	1991	1992	1990	1991	1992
Listening						
Word Anal.						
Vocabulary	33	49	58	59	50	52
Reading	33	48	48	57	61	58
Spelling	34	40	56	51	53	58
Capitalization	74	65	79	75	81	75
Punctuation	73	76	81	76	88	80
Usage	72	64	76	71	75	71
Total Language	66	63	75	70	77	72
Reference	47	46	53	56	59	55

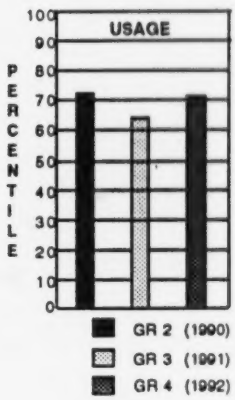
PERCENTILE OF ITBS SCORES FROM 2ND TO 4TH GRADES

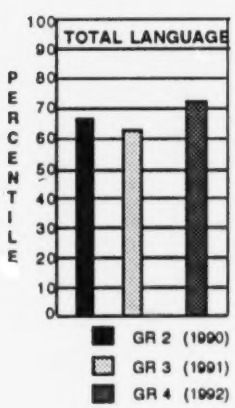


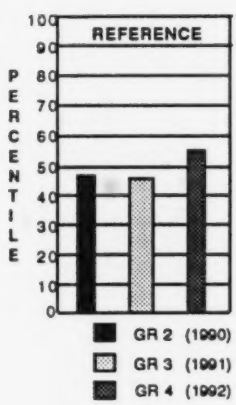
PERCENTILE OF ITBS SCORES
FROM
2ND TO 4TH GRADES











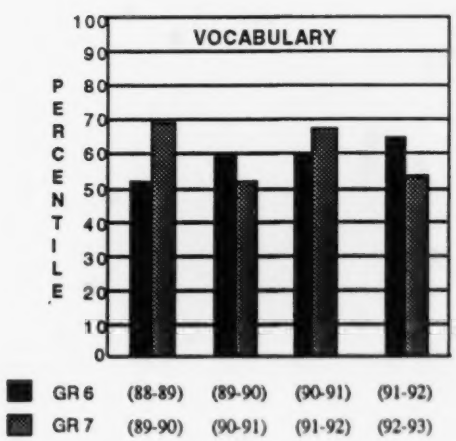
ITBS Tests
Grades 6 and 7

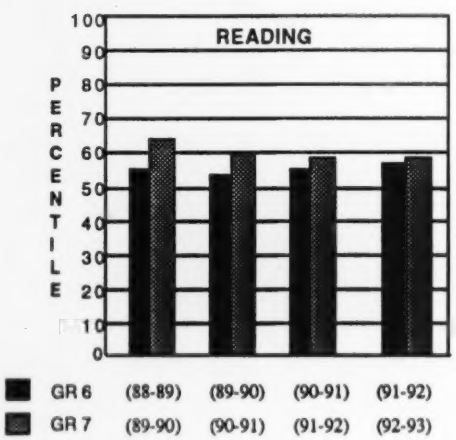
The average national percentile scores are reported on charts, and a comparison of student growth is represented in graph form for a similar group of students as they progressed from sixth to seventh grade. Students in this group showed steady growth as measured by average percentile scores on the Reading sub-test. Scores on the Vocabulary sub-test improved during two of the comparison years and declined during two.

ITBS National Percentile for
Vocabulary and Reading

	Sub-test	1988-89	1989-1990	1990-1991	1991-1992	1992-1993
Grade 6	Vocabulary	57	64	55	65	53
	Reading	55	55	54	56	56

		1988-89	1989-1990	1990-1991	1991-1992	1992-1993
Grade 7	Vocabulary	59	69	57	68	53
	Reading	60	64	60	58	58





Progress Toward Needs Identified in 1990

Four needs were identified by the Supervisor at Reading/Language Arts in 1990. The response is an update on progress made toward addressing those needs.

Future Technology Needs

The LCD, a powerful interactive tool for instruction in reading/language arts, is generally inaccessible to teachers.

Instructional use computers are growing in availability. Computers are used for varied purposes across the subject areas. The legitimate demand on their use complicates progress toward the need to provide adequate opportunity for students to engage in word processing.

The Handwriting Adoption Committee is evaluating the use of elementary keyboarding programs as an option in schools with adequate access to computer labs.

Management with Technology

The IMS Advisory Committee is working to assess future needs and uses of the system, including alternative assessment capabilities. Included in their exploration should be the use of classroom-based computers to monitor and report student progress.

In-service

Professional growth opportunity in reading and writing instruction is a frequently expressed need by teachers.

Because funds for staff development have been distributed to the buildings, the reading/language arts program has not funded in-service for teachers during 1992-93. The supervisor has provided in-services to schools and teachers on request, offered in-service through Staff Development Contract Services, and secured funds from other sources to provide in-service to classroom teachers. The Curriculum Development/Materials Selection Budget for 1992-93 provided support for the work of the Handwriting Adoption Committee and the Reading/Writing Assessment Committee. This budget is the supervisor's current means of providing opportunity for teachers to study and modify curriculum.

In 1992, two consultant positions were eliminated from the reading/language arts program. The consultants provided in-service in buildings (both during and outside the school day), offered staff development classes, worked with individual teachers, chaired curriculum study committees, made regular visits to buildings in response to need, and developed supplementary curriculum materials.

Integration of Language Arts

Writing is integrated with social studies, science, health, and other subject areas through the K-2 Integrated Units.

The 1991 selection and purchase of nonfiction trade books supplemented the reading curriculum by including more content area materials.

A significant portion ($20,000) of the 1992-93 Supplementary Reading Budget was used for the purchase of nonfiction trade books for science classroom libraries, grades K-2.

Middle school reading instruction is integrated both with English and other content areas.

Outcomes from Supervisor Objectives

During this first year in the position, the supervisor has worked from previously established objectives in reading/language arts. The supervisor has

- made over 160 visits to elementary and middle schools,
- collaborated with colleagues on district committees and curriculum improvement,
- responded to requests from schools to conduct in-service in support of building objectives,
- provided over 50 in-services for educators and members of the community,
- collaborated with the Reading Recovery Teacher-Leader to provide in-service and consultation to teachers,
- emphasized early reading through in-service and committee work,
- observed and demonstrated instructional strategies in classrooms,
- received in-service training in the use of IMSplus, and
- served on the IMS Advisory Committee to determine a long-range plan for the computer management system.

In addition, the supervisor has supported two goals from the 1992-93 District Improvement Plan (I.8 and II. 10) by advocating the need for computers and the Liquid Crystal Display (LCD) in every classroom and by promoting alternative forms of assessment in reading and writing.

Survey Results

The Handwriting Adoption Committee developed a survey that was sent to classroom teachers, K-5. The committee will use the information from this survey to develop the criteria for selection of materials.

Summary of Observations by Supervisor

Primary teachers are united in their commitment to the developmental needs of children and are diverse in the methods they use to instruct. Time (in-service) must be provided for kindergarten, first, and second grade teachers to measure their practice against current trends and exemplary methods. They also need the opportunity to share their expertise with colleagues.

Intermediate and middle school teachers are seeking methods to accelerate students' growth as critical readers of increasingly complex and varied texts. They need information on productive instructional methods, particularly those that help students apply thinking strategies to the comprehension of challenging texts. They also need information on methods to differentiate instruction in heterogeneous settings.

Teachers view the multiple-choice format assessment of reading as limited. Many use portfolios to demonstrate student growth in both reading and writing. Many keep anecdotal records and observational checklists. Others are exploring holistic reading assessments. Teachers need time and opportunity to explore and develop alternative assessments.

Costs vs. Benefits

The resources described in the input section (the instructional staff, the time allotted to reading/language arts, curriculum materials, central office staff, federal funding of the RIF program, curriculum development, and staff development) contribute to the quality educational program in the district.

Teachers direct instruction to the appropriate developmental or independent learning level of the student. They use flexible grouping practices both to direct attention to students' needs and to provide opportunities for students to grow. They differentiate instruction in heterogeneous settings, permitting students to learn from their peers and to work toward individual goals. They continue to use the time allotted to reading/language arts to support students' literacy growth. They work on curriculum development and materials selection committees to revise and select curriculum to meet student need.

Curriculum materials, studied and selected by committees composed of teachers, administrators, and community members, provide appropriate and flexible tools for instruction.

The funding of the RIF program, federal (75%), local (25%), provides three books of their choice to over 10,000 students. When students choose books that can be added to their personal libraries, they are likely to value and read them.

Teachers serve on committees to revise instructional resources. The current effort to modify the use of the first grade reading placement tests is directed toward the development of performance assessment tools. Multiple-choice testing must be balanced by demonstrations of students' reading and writing. Assessment tools that mirror instruction and learning permit students to display a fuller range of their progress.

Because staff development funds have been distributed to buildings, teachers and principals can purchase in-service opportunities that meet their professional and building goals. It is the task of the supervisor to identify those goals and provide appropriate in-service.

Future Planning

The following needs, listed in order of priority, will guide the direction of the reading/language arts program.

1. Enhance the instruction of emerging and developing readers and writers by utilizing current research, exemplary instructional practice, and materials/methods from the Reading Recovery program.

   A. Provide classroom collections of trade books for emerging readers in non-Reading Recovery schools, K-1. (Supplementary Reading Budget, 1993-94.)
   B. Provide a six-hour workshop for all K-2 classroom teachers, followed by optional staff development classes taught by the Supervisor of Reading, Reading Recovery Teacher-Leaders, and Reading Recovery teachers. (In-service: $40,000)

2. Differentiate instruction for developing and independent readers and writers in heterogeneous settings by utilizing current research and exemplary practice in strategic reading, writing across the curriculum, and flexible grouping

   A. Provide two Iowa Writing Project Institutes, Levels I and II, in 1993-94 ($20,000)
   B. Provide optional in-service or staff development classes for teachers of reading, grades 3-8.

3. Expand the use of performance assessment tools to provide a broader picture of student progress.

   A. Modify the use of the SB&G end-of-level tests so that assessment matches exemplary instructional practice.
   B. Revise the K-2 Developmental Checklist in reading and writing.
   C. Study and recommend performance assessment tools. (Curriculum Development/Materials Selection Budget, 1993-94)
   D. Support the implementation of the revised elementary report card by clarifying its relationship to instruction.

4. Make technology accessible to teachers and students as a tool for instruction and learning. A. Provide information on the reading/language arts curriculum to the K-5 Technology Committee and the District Technology Advisory Committee.
   B. Support District Goal I.8: Integrate technology into the delivery of instruction throughout the district.

DES MOINES PUBLIC SCHOOLS

Department of Physical Education/Athletics

Date: July 19, 1993

To: High School Principals

From: Ralph Maigaard, Supervisor Physical Education/Athletics

Subject: sports Liability

A. I was drafted into participating on a panel with Ed Remsburg and Steve Duncan discussing the topic "Liability for Sports Injuries and Athletes," June 17. Listed are some of the points that were discussed in preventing liability claims. (F.Y.I)

1. Practice plans on file with athletic director
2. Update F.A./CPR training
3. Safe equipment/facilities available
4. Use current protective gear
5. Correct sizing of protective gear
6. Attend Athletic Association rules meetings
7. Show parents and athletes "Right to Know" video
8. Document coaches clinics attended, in regard to topics and teaching techniques covered
9. Periodic evaluations on file conducted by principal or agent
10. Review responsibilities off the field as well as practice and game time
11. Participants should not be overly matched physically (tell this to our opponents)
12. Access to medical facilities and treatment. Full time trainer at all contact sport practices and games.
13. School should participate in State Athletic Association Catastrophic Insurance Plan.
14. "Sports and the Courts" a good reference for coaches and physical educators. It will make them aware of the problem if nothing else.
15. Review wellness update 1993 #3A. <u>Physical Exam should be completed and on file before athlete starts practicing</u>

<u>This memo has been sent to each athletic director.</u>